Middle Years Assessment
Grade 7 Student Engagement

Support Document for Teachers

English Program

Manitoba
Building for the Future

MIDDLE YEARS ASSESSMENT: GRADE 7 STUDENT ENGAGEMENT

Support Document for Teachers

English Program

2006

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This resource is also available on the Manitoba Education, Citizenship and Youth website:
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INTRODUCTION

Middle Years Assessment Policy Overview

Manitoba Education, Citizenship and Youth has developed a Middle Years Assessment Policy, published in *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement* (2006). It applies to all students in Grade 7 and Grade 8 in provincially funded schools. The primary purpose of the policy is to enhance student learning and engagement through classroom-based assessment processes that build student awareness and confidence in learning. Research shows that both the quality and level of academic achievement and student engagement can be increased through formative assessment (assessment *for* and *as* learning)*.

The second purpose of the policy is to summarize data and report on the levels of achievement in key areas that Middle Years students have attained by the end of January. These key areas are based on what most Manitobans regard as vital for all students: a reasonable level of reading, writing, number skills, and student engagement.

There are two distinct audiences for this summative assessment (assessment of learning). One is the learning team, which comprises the teacher, student, and parents**. Assessment information about each student reported in January can be used to plan the specific next steps in the student's learning and support the ongoing dialogue with parents. The second audience is the larger community—the school, school division, the Department, and the public—that can use the information to look for trends and make decisions about the provision of resources that further support and enhance student learning.

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* The terms "assessment for learning" and "assessment as learning" have recently entered the educational lexicon. These concepts can both be viewed as part of formative assessment. Assessment *for* learning refers to assessment processes that assist the teacher in planning and differentiating instruction, that provide feedback on teaching and learning, and that enhance student motivation and commitment to learning. Assessment *as* learning focuses on the student's thinking processes before, during, and after learning. Students reflect on their own learning and make adjustments in their thinking or behaviour to achieve deeper understanding. This self-regulation is critical in developing the independent, self-directed learning skills that students must acquire to thrive in the ever-changing world. For further information on formative and summative assessment, see the Manitoba Education, Citizenship and Youth document *Rethinking Classroom Assessment with Purpose in Mind: Assessment* for *Learning, Assessment* as *Learning, Assessment* of *Learning* (2006).

** In this document, the term "parents" refers to both parents and guardians, and is used with the recognition that in some cases only one parent may be involved in a child's education.

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CLASSROOM-BASED ASSESSMENT

Formative Assessment

The term "formative assessment" is not new, but its definition is changing based on research on how assessment enhances learning. When the term first became part of the language of educators in the 1960s, it referred to assessment that took place mostly after learning activities were completed, leading to adjustments to the teaching and learning process to redress areas of weakness.

With new research and increasing collaboration on assessment initiatives among international educational bodies, the definition has expanded. We now view formative assessment as information that is used to move learners forward and is gathered by the teacher and the student during, as well as after, the learning process. This external assessment *for* learning, done by the teacher, fosters an internal assessment *as* learning on the part of the student.

Research has found that the following strategies are most powerful when teachers use them to inform and adapt their instruction:

- clarifying and sharing learning intentions and criteria for success
- engineering effective classroom discussions, questions, and learning tasks
- providing feedback that moves learners forward
- activating students as the owners of their own learning
- activating students as instructional resources for one another (Leahy et al. 18)

The active engagement of students is an essential element of assessment that makes a positive difference in student learning. To become independent learners, students need to get an idea from the start of what is to be learned. Therefore, the teacher needs to explain the learning outcomes targeted, and have the students participate in

- setting criteria
- identifying performance indicators
- obtaining feedback from others (peers and teacher)
- further clarifying the criteria

Teachers model assessment of a performance or product against the established criteria for quality work. Students then practise comparing work to these established criteria by providing themselves and others with feedback as they reflect on their own work and the work of their peers.

Teachers further support students by helping them to revise their work and move it closer to the established criteria. Students accomplish this by using their own personal feedback, as well as feedback from their peers and teachers. Ultimately, through this modelling of practice, assessing against criteria, and using feedback to adjust understanding and performance, students learn not only to self-assess but also to

- understand the criteria better
- self-regulate their learning
- determine their next steps

These are critical steps in becoming independent, lifelong learners.

Summative Assessment

Summative assessment is part of regular classroom-based assessment and is designed to confirm how well students are meeting the targeted learning outcomes. This assessment of learning provides evidence of achievement to students, parents, other educators, and possibly to outside groups.

For the Middle Years assessment, individual reporting will be done for the student, the parents, and the Department.

Resources Supporting Classroom-Based Assessment

Allal, Linda, and Lucie Mottier Lopez. "Formative Assessment of Learning: A Review of Publications in French." *Formative Assessment: Improving Learning in Secondary Classrooms.* Paris, FR: OECD Publishing, 2005. 241-265.

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Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. San Francisco, CA: Prentice-Hall, Inc., 1998.

SECTION 3:
STUDENT ENGAGEMENT

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RATIONALE FOR STUDENT ENGAGEMENT

Student engagement refers to the degree to which students are actively involved in and take responsibility for their education; whether, in short they see schooling as "theirs." A considerable body of research, as well as educators' own experience, shows that students' sense of involvement in their education is vital to their effort and success. Moreover, engagement with learning is critical to students' capacity to be lifelong learners and is likely to be predictive of their ability to take on new challenges after they leave school. Finally, including engagement in the assessment will broaden its focus beyond specific curricular outcomes and, together with the student self-assessment..., will support a dialogue about student commitment to learning among students and parents that can itself have useful educational consequences. (Levin 5)

"We need to consider student engagement as an important schooling outcome in its own right... It is a measure of student disposition towards school and learning, and as such, is likely one of the most important predictors of their economic success and long-term health and well-being. Student engagement entails attitudes and behaviours that can be affected by teachers and parents, and shaped by school policy and practice."

(Newscunb)

Educators create classroom and school environments where students are actively involved in learning experiences and activities. These experiences contribute to students becoming engaged and developing positive beliefs about themselves, the subjects they are studying, and the school they attend.

Parents contribute to the engagement of their children in a number of important ways. These include encouraging their child to become or remain involved in class and school activities, monitoring their child's homework and progress, and regularly discussing school-related issues with their child.

Teachers consider student engagement daily as they interact with students. Often teachers focus on particular aspects of student engagement in units of study or at different times in the year. For example, in September teachers often review actions students can take to be involved in their learning and thereby encourage students to accept increasing responsibility for their learning.

The emphasis teachers put on different aspects of engagement varies according to class and individual student needs. Although this document focuses on particular dimensions of student engagement, educators are not expected to restrict the ways they promote engagement in their classes to match the reporting outlined in this document. It is reasonable to expect that the engagement of students will be somewhat variable depending on their interest levels and a host of other factors that affect the day-to-day lives of children in schools.

Defining Student Engagement

Currently there is no universally accepted definition of the term "student engagement." This lack of consensus requires that a working definition of "student engagement" be stated so educators of Grade 7 students in Manitoba have a common frame of reference when they are using this document. The following working definition of student engagement encompasses behavioural, affective, and cognitive dimensions.

Working Definition of Student Engagement

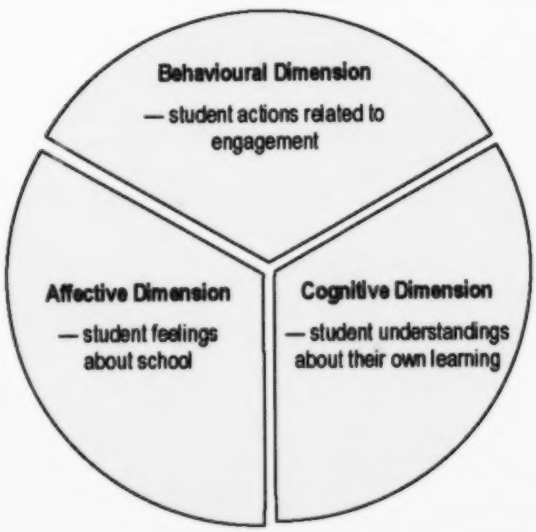
Engagement with learning is a multifaceted concept that reflects student actions related to engagement, their feelings about school, and their understandings about their own learning (Jimerson et al. 7–27; Norris et al. 25–34).

"Regardless of the definition, research links higher levels of engagement in school with improved performance. Researchers have found student engagement a robust predictor of student achievement and behaviour in school, regardless of socioeconomic status."

(Klem and Connell 262)

Figure 1

Student Engagement


Behavioural Dimension
— student actions related to engagement
Affective Dimension
— student feelings about school
Cognitive Dimension
— student understandings about their own learning

This definition helps us understand that students must be involved in the assessment of their engagement. While teachers can focus on assessing the actions of students, only the students can say what they feel about school or understand about their learning. The student activities presented at the end of this document are intended to involve students in their own assessment.

The Student Engagement Report

It is recommended that the following report on student engagement be shared with students and parents early in the school year. Students can be self-assessing their performance on these competencies as the year unfolds, and parents can be monitoring and supporting their students' engagement in school.

The criteria that teachers will employ to assess students on each of the report's sub-competencies are as follows:

Emerging: the student only occasionally demonstrates the described behaviour

Developing: the student frequently demonstrates the required behaviour

Established: the student nearly always demonstrates the described behaviour

Inconsistent: the student demonstrates the behaviour in some settings but not all (e.g., in some subjects but not in others, or when tasks are hands-on but not when tasks are more passive)

Reporting Template

English Program
January 20___

Provincial Report on Student Performance
Grade 7
Student Engagement

Student Name:_____
☐ Individual Education Plan (IEP)

Competency	Levels of Performance				
Some indicators of student engagement are	**Emerging**	**Developing**	**Established**		**Inconsistent**
Demonstrating an interest in his/her learning (discussing work with peers or teacher, pursuing learning goals, showing an interest in independent research or learning, "going beyond" the assignment/extending his/her learning, working with enthusiasm, etc.)	☐	☐	☐		☐
Engaging in self-assessment (comparing work to assignment criteria or an exemplar to see if it can be improved; proofreading, revising, comparing current work with past work, using a portfolio process for this purpose, etc.)	☐	☐	☐		☐
Being aware of learning goals of a unit of study and/or personal learning goals (participating in discussions/activities, identifying goals, using self-reports/journal entries/portfolios, engaging in student-led conference[s] and student-teacher conversations, etc.)	☐	☐	☐	**OR**	☐
Participating in lessons (listening, questioning, sharing with peers, engaging with activities related to the lesson, etc.)	☐	☐	☐		☐
Accepting responsibility for assignments (handing in assignments on time, completing work in class when assigned, meeting assignment criteria, etc.)	☐	☐	☐		☐

Comments (optional)

Student Reflections and Goals (optional)

Teacher Signature: _____

Manitoba

Supporting Student Engagement in School

It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them to develop these habits.
(Manitoba Education and Training, *Success for All Learners* 3.5)

"Engage students in self-reflection and let them document and share their learning. We know the power of self-reflection to deepen learning for adults. It also works for students. One of the strongest motivators is the opportunity to look back and see progress."

(Chappuis 41)

While older students are expected to assume increasing responsibility for their schooling, young children need to be actively taught what it means to be engaged in school. Students need the support of teachers, schools, classmates, and parents as they learn the behaviours and ways of thinking of successful students. Middle Years students need opportunities to progressively assume responsibility for their learning, to reflect on their progress, to showcase their strengths, and to engage in class and school activities.

Supporting the development of student engagement involves

- encouraging students to be active learners and involved in their learning
- supporting the development of age-appropriate understandings about their role as students
- teaching appropriate vocabulary and concepts to students so they have the words to discuss the concept of student engagement
- implementing teaching strategies that involve students in self-reflection (e.g., portfolios, student-led conferences, revising work, examining errors) and in setting learning goals
- listening to "student voices" in classrooms and schools
- communicating with parents so they understand how their children are learning and can support the efforts of educators
- providing choice in how students demonstrate their understanding

"The most effective learners set personal learning goals, employ proven strategies, and self-assess their work. Teachers help cultivate such habits of mind by modeling self-assessment and goal setting and by expecting students to apply these habits regularly."

(McTighe and O'Connor 16)

Student engagement is variable and depends on a number of factors (e.g., personality, interests, interactions with peers and the teacher, et cetera). It is not a "one size fits all" concept. Grade 7 students demonstrate aspects of engagement when they

- accept appropriate responsibility for their learning and assignments
- demonstrate an interest in their learning
- develop and maintain positive attitudes towards school subjects and school in general
- make choices when doing assignments
- engage in self-reflection, self-assessment, and goal setting
- engage in conversations about what they are learning
- participate in classroom and school activities

"Engaging youth in their own learning requires a balance of challenging, relevant learning experiences that offer multiple avenues for student choice and responsibility through cooperative, project-based and active learning. This includes opportunities to select content, set learning goals, ask questions, reflect on their learning, practice communication and problem-solving skills and assume leadership roles in the classroom."

(The Forum for Youth Investment 2)

The suggested student activities included at the end of this document are intended to support students as they explore the topic of student engagement. The activities encourage student self-reflection and provide a means for students to communicate with parents and teachers about their engagement with school.

Linking Student Engagement to Manitoba Education, Citizenship and Youth Resources

Student engagement occupies an important place in Manitoba curriculum documents. It is not possible to list all sources here; however, a sample of curriculum outcomes and statements from a variety of documents published by the Department are presented on the following pages.

Linking Student Engagement to Manitoba Education, Citizenship and Youth Resources

Grades 5–8 English Language Arts: A Foundation for Implementation

Outcome		Page
1.1.2	Consider Others' Ideas Compare own and others' insights and viewpoints.	7 – 12
1.1.4	Extend Understanding Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.	7 – 52
3.1.3	Contribute to Group Inquiry Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.	7 – 162
3.2.1	Identify Personal and Peer Knowledge Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research.	7 – 182
4.2.1	Appraise Own and Others' Work Appraise and suggest revisions for own and others' work and presentations using Appropriate criteria and a variety of strategies (such as peer editing, checklists, self-reflections...).	7 – 288
4.4.1	Share Ideas and Information Facilitate small-group activities and short, whole-class sessions to share information on a topic using pre-established active learning strategies (such as role-plays, language games, simulations...).	7 – 328

Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes

Outcome		Page
7-S-100	Collaborate with others to establish and carry out goals and responsibilities.	98
7-S-104	Negotiate constructively with others to build consensus and solve problems.	98
7-S-400	Listen to others to understand their perspectives.	99
7-VC-003	Be willing to contribute to their groups and communities.	102
7-VI-005	Respect others' rights to express their points of view.	102

Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes (Continued)

Outcome	Page
General Skills and Competencies With respect to general skills and competencies, social studies enables students to • engage in disciplined inquiry, applying research skills, critical thinking, and decision making • think historically and geographically • critically analyze and research social issues, including controversial issues • work collaboratively and effectively with others • solve problems and address conflicts in creative, ethical, and non-violent ways • develop openness to new ideas and think beyond the limits of conventional wisdom • apply effective communication skills and enhance media literacy • use and manage information and communication technologies Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic, democratic society.	5

Grades 5–8 Physical Education/Health Education: A Foundation for Implementation

Outcome	Page
S.1.6.B.3 → S.1.7.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.	7 – 36
K.4.7.B.2b Identify areas within the school (e.g., staff, school teams, clubs…) and community (e.g., community projects…) that offer opportunities to make new friends and belong to a group (e.g., staff, school teams, clubs…).	7 – 110
S.4.6.A.1 → S.4.7.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal…) to enhance health and well-being.	7 – 118
7S.4.7.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities.	7 – 120

Success for All Learners: A Handbook on Differentiating Instruction

Curriculum Statement(s)	Page
Successful students • believe that they can learn • believe that what they are learning is relevant and important • believe that they belong in the classroom • believe that they are responsible for their own learning and behaviour	3.3
Students with limited experience of success tend to believe that other students learn by a mysterious process to which they themselves do not have access. It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them to develop these habits.	3.5
Taking Responsibility for Learning and Behaviour The goal is to have students gradually assume increasing responsibility for the following: • **Determining how the learning outcomes are to be achieved.** When a new topic is introduced at the beginning of a unit, the class can work together to map out what they know and what they need to know. Each student should establish goals for the unit. How these goals will be reached can be decided by the teacher and students together. • **Deciding through what products and performances they will demonstrate their competence**. Most teachers build choice into student assignments. Do students also have the option of going beyond the assignment list and negotiating their own assignment with the teacher? • **Assessing their own performance and deciding whether their goals have been reached**. Student self-assessment should be an increasingly important component in overall assessment. Students need to be taught to use self-assessment strategies. • **Managing their own behaviour and the smooth functioning of classroom routines**. Promoting responsible self-management means re-ordering priorities—taking time to establish, reflect on, and maintain classroom policies at the beginning of the year and at the beginning or end of each class. It means teaching students methods of resolving differences, so that the teacher need not be brought into a group as crisis manager every time a problem occurs.	3.7 – 3.8
Education today is the development of independent and flexible lifelong learners. It is a matter of teaching, within the framework of various disciplines, the foundational skills of literacy and communication, problem solving, human relations, and technology.	1.5

Working Together: A Handbook for Parents of Children with Special Needs in School

Curriculum Statements	Page
Meeting Students' Programming Needs Most students with special needs require some programming assistance to learn. This may involve changing the way a student is expected to learn, complete assignments, or participate in the classroom. To determine the type and extent of programming assistance needed, a team considers the student's abilities, strengths, and needs.	13
Types of Programming Assistance In addition to *differentiating instruction* for all students, schools use *adaptation, curricular modification,* or *individualized programming* to support students.	13

Grades 5–8 Mathematics: A Foundation for Implementation

Curriculum Statement(s)	Page
Learning through Problem Solving By creating an atmosphere that encourages risk taking, communication, and interpretation of mathematical ideas, students will feel comfortable learning through problem solving. This learning involves solving a revealed problem rather than remembering a demonstrated ritual or definition. The intent is to engage students in thinking about what they are learning and why they are learning it (that is, to develop concepts, skills, and understanding). Traditional teaching methods of show-and-tell followed by students working on either textbook pages or worksheets needs to be replaced with best teaching practices.	A.6
As students take an active part in their learning, make connections between mathematics and their daily lives, and take intellectual risks, they experience the excitement of success and the power of mathematics. Their curiosity, desire to learn, and perseverance begin to increase. When this happens, they start to become more independent learners and begin to take on more responsibility for their own learning.	A.3

Independent Together: Supporting the Multilevel Learning Community

Curriculum Statement(s)	Page
The basic inquiry process is similar for students of all ages. Students • pose questions and explore ways to answer them • locate and manage information from various sources • process and synthesize their findings • share their findings on an ongoing basis, supporting each other in their research • reflect on and celebrate their inquiry findings with a community audience	6.3

Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports

Curriculum Statement(s)	Page
Indicator Categories Indicator categories are broad groupings of information that enable schools to measure the success of a program/initiative in meeting outcomes. Some examples of common indicator categories include • Student Graduation/Program Completion • Student Achievement/Expectations • School Climate • Student Engagement • Curriculum • Parental Involvement • School Leadership • Student Services	2.15
Example of Data to Support School Improvement Framework (indicators) **Focus on Student Learning, Curriculum, and Instruction** Students • successfully complete courses • graduate • participate in school activities • feel connected to and supported by teachers • are interested in what they are learning • see what they are learning as relevant • are motivated to learn and are proud of accomplishments Teachers • use a variety of instructional and assessment strategies • differentiate instruction • believe all students can learn and be successful	2.18

Individual Education Planning: A Handbook for Developing IEPs, Early to Senior Years

Curriculum Statement(s)	Page
In-School Team The in-school team consists of the student, parents, and school staff. The members of this team are the key decision makers in the IEP process. **Student** Students can be involved in their educational planning in many ways. Students participate as team members if they can contribute by expressing their needs and preferences, and can benefit by a discussion of the strategies and behaviours that enhance their learning. Students' engagement in learning is tied to their sense that programming goals reflect their aspirations. If students would not benefit from participating in planning meetings, they can be involved in other ways. It is important to consult with them before meetings to determine their preferences. Following the meeting, ensure that they • understand the purpose of their IEP • understand how the outcomes of the IEP will help them to attain their personal goals	3.5

Rethinking Classroom Assessment with Purpose in Mind

Curriculum Statement(s)	Page
Assessment *as* learning is a process of developing and supporting metacognition for students. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.	13
The teacher's role in promoting the development of independent learners through assessment *as* learning is to • model and teach the skills of self-assessment • guide students in setting goals, and monitoring their progress toward them • provide exemplars and models of good practice and quality work that reflect curriculum outcomes • work with students to develop clear criteria of good practice • guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new • provide regular and challenging opportunities to practice, so that students can become confident, competent self-assessors • monitor students' metacognitive processes as well as their learning, and provide descriptive feedback • create an environment where it is safe for students to take chances and where support is readily available	43

Resources Supporting Student Engagement

Audas, R. and D. Willms. *Engagement and Dropping Out of School: A Life-Course Perspective.* Hull, PQ: Applied Research Branch–Human Resources Development Canada, 2002.

Baker, L., M.J. Dreher, and J.T. Guthrie. *Engaging Young Readers.* New York, NY: The Guilford Press, 2000.

Finn, J.D. *School Engagement and Students at Risk.* Washington, DC: National Center for Educational Statistics, 1993.

Human Resources and Skills Development Canada, Council of Ministers of Education, Canada, and Statistics Canada. *Measuring Up: Canadian Results of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, Reading, Science and Problem Solving, 2003 First Findings for Canadians Aged 15.* Ottawa, ON: Statistics Canada, 2004.

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Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools.* Winnipeg, MB: Manitoba Education and Training, 1996.

Organisation for Economic Co-operation and Development (OECD). *Reading for Change: Performance and Engagement across Countries – Results from PISA 2000.* Paris, FR: OECD, 2002.

_ _ _. *Learning for Tomorrow's World – First Results from PISA 2003.* Paris, FR: OECD, 2003.

Pittman, K., M. Irby, J. Tolman, N. Yohalem, and T. Ferber. *Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals?* Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc., 2003.

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SECTION 4:
REPORTING RESULTS

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REPORTING RESULTS

Overview of the Reporting Process

The summative student performance information, which is for reporting, is derived from a classroom-based assessment process in which students and teachers work collaboratively to clarify and set learning goals and to monitor and discuss progress to promote student learning. The reported level of performance for each student on each competency identified in the policy is made relative to the criteria provided in the reporting templates found in Section 3, and is based on each student's furthest point of advance **as of the last two weeks of January***.

Sending Results to Parents

Reporting templates provided by the Department are used for communicating results to parents. Samples of the templates are provided in Section 3 of this document. As detailed in the Manitoba Education, Citizenship and Youth policy document *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*, these reports are to be sent home "in a timely manner" as determined by local discretion. A report is to be sent home for all students in the associated grade regardless of their status in the classroom, except in cases where exemptions have been approved.

These reporting templates may also be used to communicate information to parents and students at other times, and may be used in classrooms to assist in monitoring and documenting ongoing progress relative to the competencies.

Schools or school divisions wishing to incorporate reporting for this policy into other reporting procedures, rather than use the reporting templates in Section 3, must first obtain authorization from Manitoba Education, Citizenship and Youth.

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* French Immersion schools with a late immersion program may choose to base the report of Grade 7 students in *Mathématiques* on the **first two weeks of March**.

Sending Results Data to the Department

Results data (not the reports to parents themselves) are to be sent to the Department by the end of February*. Schools will receive a letter each fall describing the procedures for reporting data to the Department. This data will be communicated to the Department on a student-by-student basis and will be based on students enrolled in Grade 7 and Grade 8 in the school according to September 30th enrollment data. Procedures for adding new students and removing students no longer enrolled will be provided.

Student Performance below the Lowest Levels Described in the Competency Criteria

If a student's late-January performance level is below the lowest level described in the reporting template for a given competency, then no performance levels should be indicated in the report to parents but an explanation should be made in the comment section.

For reporting data to the Department, an option will be provided for each competency to indicate that the student is performing below the lowest performance level for the competency.

Student Performance above the Highest Levels Described in the Competency Criteria

If a student's performance is above the highest level described in the reporting template for a given competency, then the highest level of performance should be indicated in the report. A comment may be made in the comment section of the reporting template (to parents) to explain.

Students with Exceptional Circumstances

In rare instances it will not be possible to report results to parents or to the Department as required by this policy due to "exceptional circumstances." For example, the student might have arrived in the province in January with no performance information available. Such a student may be exempted from the reporting process provided the parents are informed, they give consent, and the school makes a request that includes the details of the circumstances to the Department by the end of January.

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* French Immersion schools with a late immersion program opting to report student results for *Mathématiques* relative to the first two weeks of March can report results to the Department by the end of March.

The format of the request letter is shown below:

> Re: Middle Years Assessment Policy—Exceptional Circumstances Exemption Request
>
> Include: School name; Student name and MET number*; description of the exceptional circumstances; statement that the parent approves of the exemption; school contact person with title, telephone number, and signature.

The request may be mailed or sent by fax as follows:

English Program:
Instruction, Curriculum and Assessment Branch
71-1567 Dublin Avenue
Winnipeg MB R3E 3J5
Fax: (204) 948-2442

Français or French Immersion Program:
Bureau de l'éducation française
Direction des services de soutien en éducation (Section Évaluation)
509-1181 Portage Avenue
Winnipeg MB R3G 0T3
Fax: (204) 948-3234

Once the exemption from reporting is granted by the Department:

- no reporting to the parents is required
- reporting to the Department is required, with the exemption indicated in the report and no performance levels for any of the competencies reported

Students with an Individual Education Plan (IEP)

- **Reporting to parents:** A check box is provided in the reporting template for use when the IEP relates to the competencies addressed in the policy**. Performance levels in the associated competencies need not be indicated if the student is working below the lowest level in the reporting template according to the IEP. A comment should be made in the comment box.

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* Inquiries regarding MET numbers should be made to the Professional Certification and Student Records Unit at 1 800 667-2378.

** In the context of this policy and associated report, the IEP would reflect special learning needs related to the competencies as documented in the plan. Students with special learning needs that are not related to the competencies participate in the same assessment and reporting as their peers. Information about IEPs is available at <www.edu.gov.mb.ca/ks4/specedu/iep/>.

- **Reporting to the Department:** A method to indicate the IEP will be provided. It will be presumed that the student's performance relative to the competencies is below the lowest levels described in the reporting template. If, however, the student's performance of any competency is within the levels of performance in the report, this information should be provided.

English as an Additional Language Students and *Phase d'accueil, Bloc intensif* Students

This includes cases where the student's status as an additional-language learner has an impact on performance results.

- **Reporting to parents:** The report should not indicate the levels of performance if the student is working below the lowest level in the reporting template due to the student's language learning status. A comment should be made in the comment box.
- **Reporting to the Department:** A method to indicate this situation will be provided. It will be presumed that the student's performance relative to the competencies is below the lowest levels described in the reporting template. If, however, the student's performance of any competency is within the levels of performance in the report, this information should be provided.

Reporting Results to the Public

Schools and school divisions report to the public in the manner described in the Manitoba Education, Citizenship and Youth policy document *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement:* "Schools and school divisions/districts are to include an analysis of school/school division level results in their report to the community, along with appropriate contextual background information" (8). The Department will provide provincial, divisional, and school summaries to school divisions and independent schools.

SECTION 5:
USING SUMMATIVE ASSESSMENT DATA

Classroom *35*
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Province *35*

USING SUMMATIVE ASSESSMENT DATA

Although the January reports are summative, the data generated from them can be used to inform future educational decisions in support of Middle Years learners.

Classroom

At the classroom level, teachers, students, and parents can use the data as additional information to set goals and monitor progress over time. Particularly if students are having difficulty in one or more of the competencies, special attention by the teacher, support teachers, parents, and the students is necessary to address any newly identified areas of concern or to continue support for the student.

Teachers can also use this summative data for formative purposes by involving students in reflecting on work samples and on their progress to date. Through this process, students are also involved in setting appropriate short- and long-term goals for the remainder of the school year.

School and School Division

The data sent by schools will be summarized by the Department and returned to schools and school divisions. Because these reports are based on descriptors and exemplars for each level of performance, schools will be provided with reliable year-to-year information on how well their students are performing in the key competencies in language arts and mathematics. This data can be used to inform decisions on how best to support Middle Years learners, and to identify areas of strength or concern and possible professional development priorities or resources at the school and divisional levels.

Province

The provincial summary of the data will provide a snapshot of how students are performing province-wide. Analyzing and reflecting on this summary of the data each year will influence future policies and decisions about how best to support Middle Years learners.

SECTION 6:
REFERENCES

REFERENCES

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APPENDIX: SUPPORT MATERIAL FOR STUDENT ENGAGEMENT

Guidelines for Teachers 43
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GUIDELINES FOR TEACHERS

"Teach students to self-assess and set goals. In giving students descriptive feedback, you have modeled the kind of thinking you want them to do as self-assessors. As a next step, turn that task over to students and guide them in practicing self-assessment and goal setting. You may find it useful to have students identify the strengths and weaknesses of their work before you offer your own feedback."

(Chappuis 42)

Following are suggestions for Grade 7 teachers to consider when they plan to discuss student engagement in their classrooms.

1. Teachers usually address issues related to student engagement in the first few days of classes in the fall term. Typically, they discuss issues related to completing work, participating in class, setting learning goals, assessment strategies that will be used, and how students can monitor their own progress (agendas, portfolios, et cetera). As the reporting criteria for the student engagement report deals with each of the areas mentioned above, it is strongly recommended that designated teachers introduce Activities 1 through 4 in September. This way, the activities are integrated into the class and students are exposed to vocabulary and concepts that will enable them to reflect on and discuss their engagement over the term.
2. Before the end of September, students should be guided in completing Activities 5, 6, and 7. These activities have been developed to initiate student self-reporting, and are intended to provide a means for students to have a "voice" in the communication process around their engagement. They also allow students to construct a profile of their engagement using the same criteria teachers will use to complete their report. Upon completion of these activities, students should be encouraged to set individual goals based on their "engagement profiles" or other relevant learning goals.
3. Students (or teachers) should keep the engagement activities (Activities 5, 6, 7, or comparable locally developed materials) that were completed in September in a file or portfolio.
4. It is suggested that teachers and students share the student engagement profiles and other related activities (see 3 above) with parents during the fall parent-teacher interview.
5. In January, students will again complete Activities 5A and 5B. Activity 5B may be shared with parents along with the student engagement report, which is completed by the teacher. It is suggested that teachers and students share the results of the January student self-assessment at the winter parent-teacher conference.
6. Student engagement is relevant to all subject areas and, when students complete Activities 5A and 5B, they should be guided to consider all their subject areas. Students who feel they have markedly different levels of engagement in different subjects may want to include more than one engagement profile in their portfolio or file to share with their parents and teacher(s).
7. Teachers and students may wish to follow up on student engagement prior to the conclusion of the school year to reflect on student success in this area.

The student activities can be found on the Department website at: <www.edu.gov.mb.ca/ks4/assess/myreporting.html>, and may be changed or adapted by teachers to suit classroom needs. The use of additional materials or activities to support student engagement is encouraged, as the materials provided in the document are intended as a supplement to classroom practices.

It is recommended that these activities be done as a whole-class activity so students can be guided as they work and think.

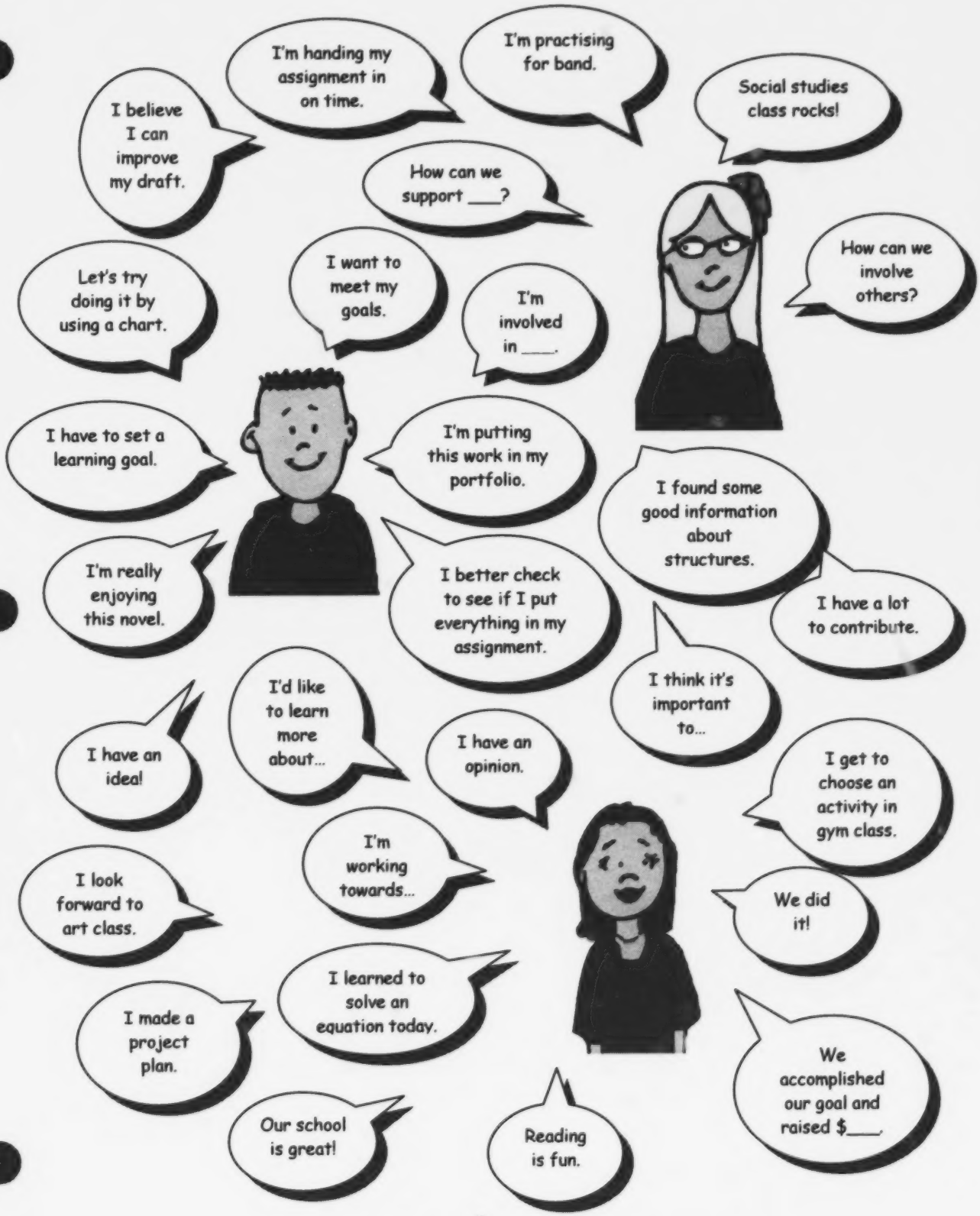
Outline of Activities

Activities	Estimated Time*	Goal
Activity 1	15 minutes	Activating thinking on the topic of student engagement
Activity 2	15 minutes	Comparing thinking with peers
Activity 3	15 minutes	Reflecting on the meaning of student engagement
Activity 4	10 minutes	Sharing information on the Grade 7 provincial student engagement report
Activity 5A	15 minutes	Self-assessment of behaviours related to engagement
Activity 5B	15 minutes	Encouraging students' reflection on their engagement profile
Activity 6A	15 minutes	Encouraging students' reflection on their learning
Activity 6B	15 minutes	Encouraging students' reflection on their learning
Activity 7	15 minutes	Encouraging students' reflection on the value of school

*Note: Time estimates are only approximate.

STUDENT ACTIVITIES

What does student engagement mean?


I'm handing my assignment in on time.
I'm practising for band.
Social studies class rocks!
I believe I can improve my draft.
How can we support ___?
How can we involve others?
Let's try doing it by using a chart.
I want to meet my goals.
I'm involved in ___.
I have to set a learning goal.
I'm putting this work in my portfolio.
I found some good information about structures.
I'm really enjoying this novel.
I better check to see if I put everything in my assignment.
I have a lot to contribute.
I think it's important to...
I'd like to learn more about...
I have an idea!
I have an opinion.
I get to choose an activity in gym class.
I'm working towards...
I look forward to art class.
We did it!
I learned to solve an equation today.
I made a project plan.
We accomplished our goal and raised $___.
Our school is great!
Reading is fun.

Activity 1: What Does Student Engagement Mean to You?

Student engagement has different meanings for different people. Write down what it means to you in the cartoon bubbles below. You might want to look at page 1 for some ideas.

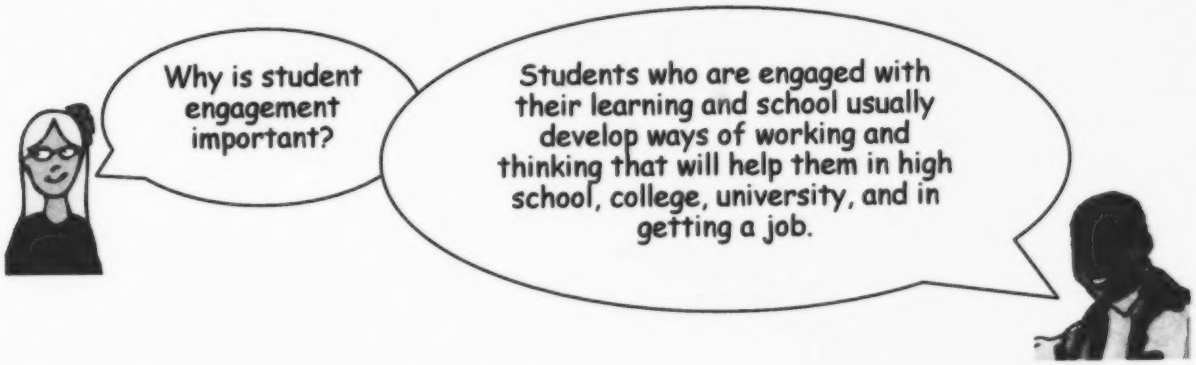
Activity 2: Comparing Your Ideas

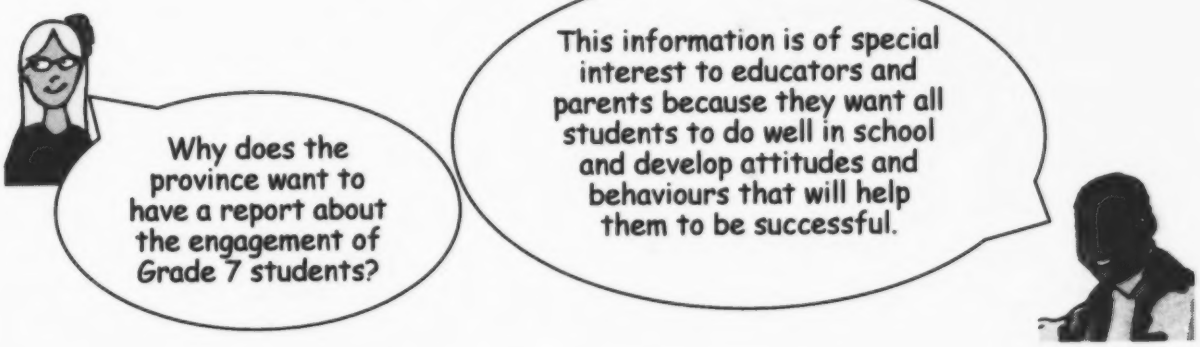
Review what you wrote about student engagement on page 2. If your ideas about it have changed, write your new ideas below.

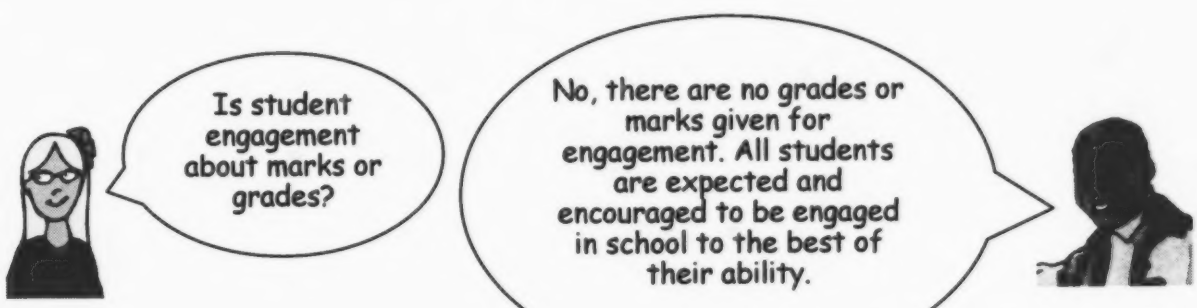
Activity 3: Class Discussion and Your Families' Views

What do you think your mother, father, or guardian might think student engagement is?

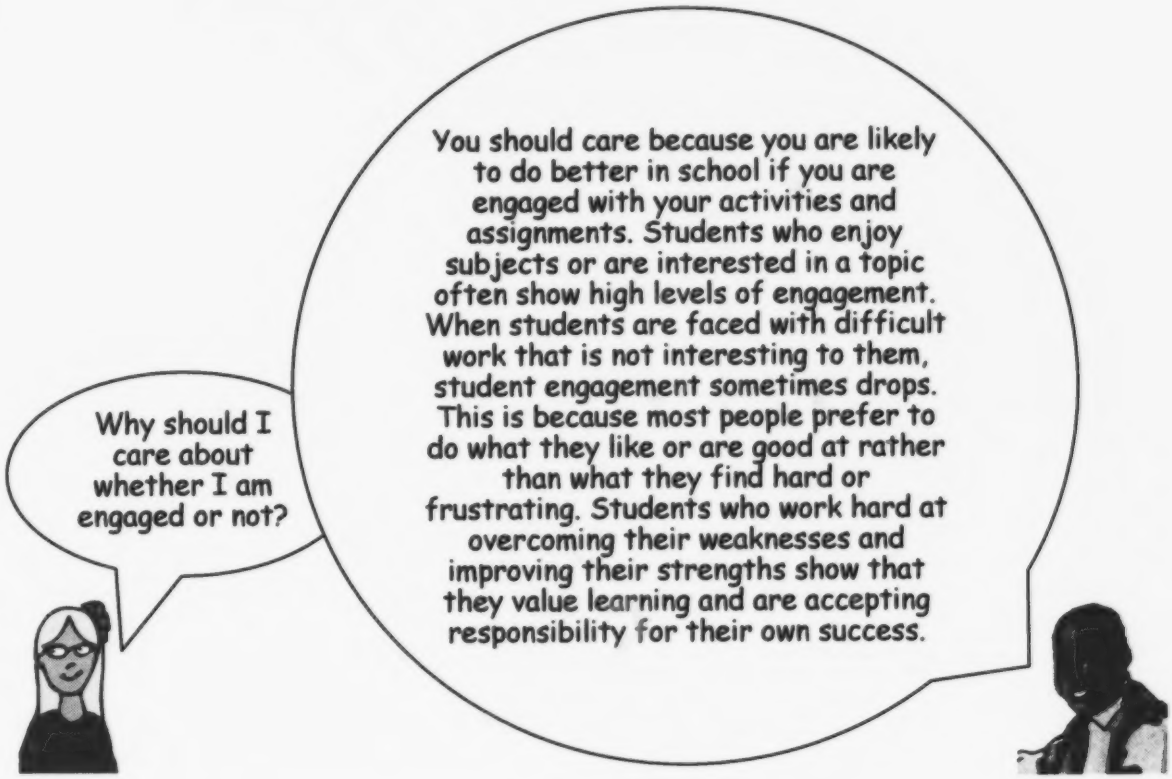
Activity 4: Questions and Answers about the Grade 7 Report on Student Engagement

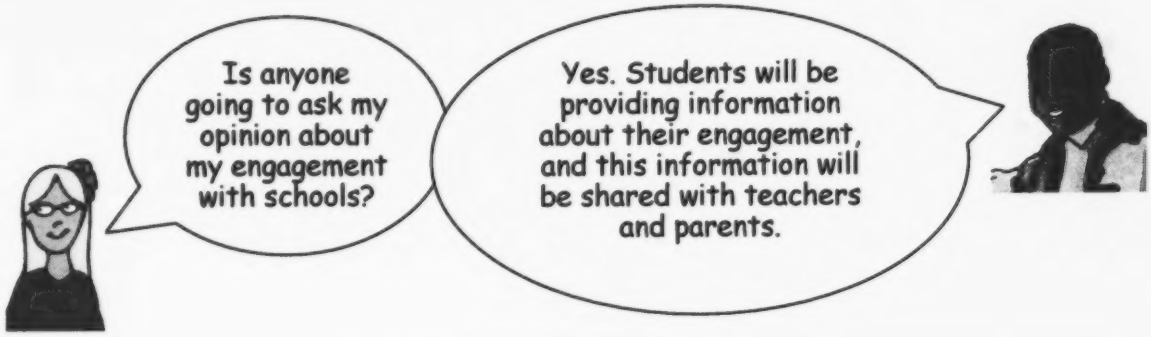

Why is student engagement important?
Students who are engaged with their learning and school usually develop ways of working and thinking that will help them in high school, college, university, and in getting a job.


Why does the province want to have a report about the engagement of Grade 7 students?
This information is of special interest to educators and parents because they want all students to do well in school and develop attitudes and behaviours that will help them to be successful.

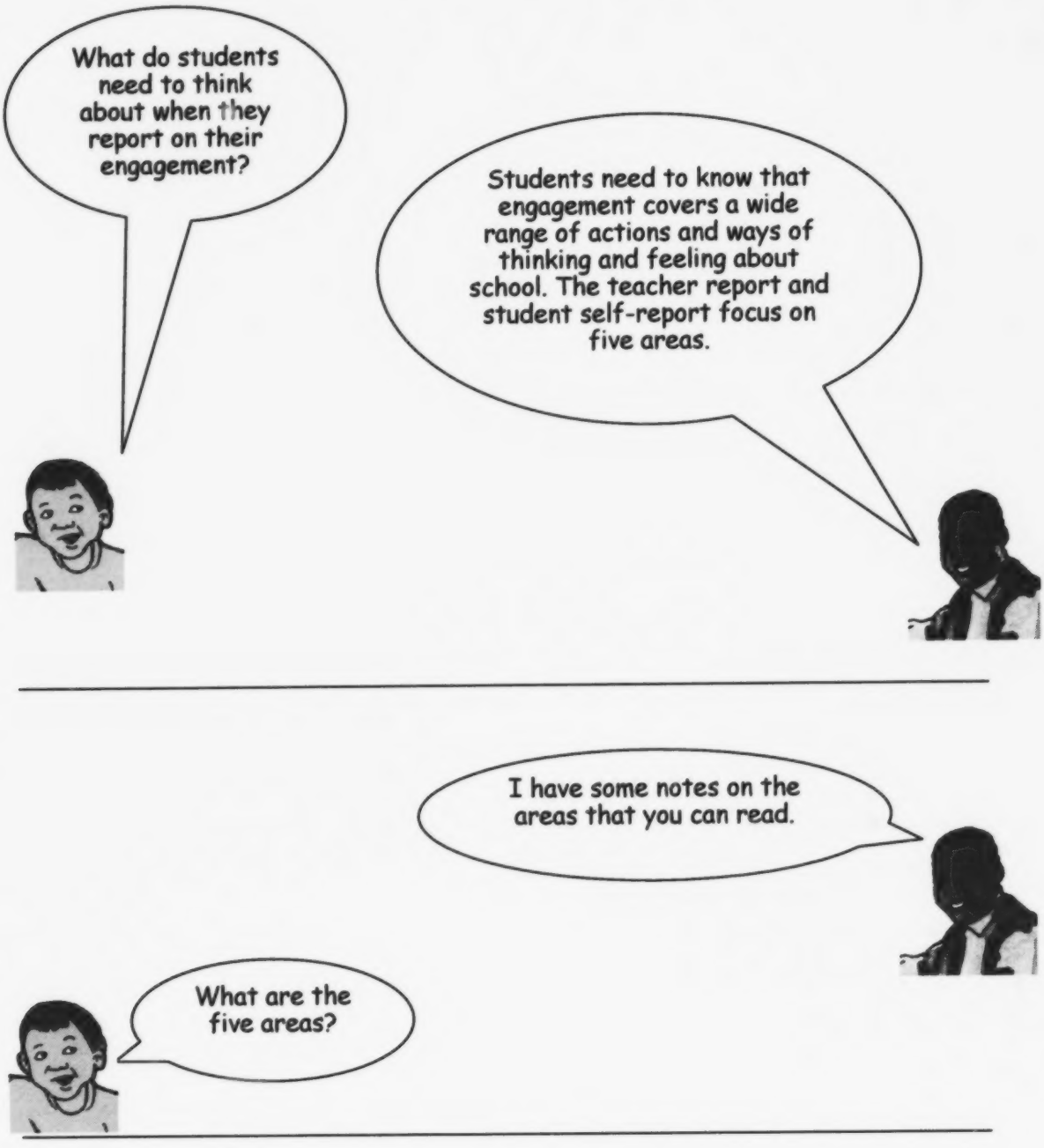

Is student engagement about marks or grades?
No, there are no grades or marks given for engagement. All students are expected and encouraged to be engaged in school to the best of their ability.

Activity 4: Continued


Why should I care about whether I am engaged or not?
You should care because you are likely to do better in school if you are engaged with your activities and assignments. Students who enjoy subjects or are interested in a topic often show high levels of engagement. When students are faced with difficult work that is not interesting to them, student engagement sometimes drops. This is because most people prefer to do what they like or are good at rather than what they find hard or frustrating. Students who work hard at overcoming their weaknesses and improving their strengths show that they value learning and are accepting responsibility for their own success.


Is anyone going to ask my opinion about my engagement with schools?
Yes. Students will be providing information about their engagement, and this information will be shared with teachers and parents.

Activity 4: Continued


What do students need to think about when they report on their engagement?
Students need to know that engagement covers a wide range of actions and ways of thinking and feeling about school. The teacher report and student self-report focus on five areas.
I have some notes on the areas that you can read.
What are the five areas?

The five behaviours reported on by students and teachers are:

Participating in Lessons

Students participate in class by

* listening to teachers and peers and considering what they are saying
* asking questions (when they need information)
* sharing their ideas with others when working with partners or groups
* participating to the best of their ability in learning activities

Accepting Responsibility for Assignments

Students show they are accepting responsibility when they

* hand in assignments on time
* complete class work as directed by teachers
* follow directions for assignments

Demonstrating an Interest in Learning

Students show they are interested in school when they

* discuss their work with classmates, teachers, and parents
* conduct their own research on topics
* do extra work or additional research because a topic or assignment interests them
* get involved with their work and learning activities instead of doing the minimum required

Student Self-Evaluation

It is very important that students self-assess. This means students need to think about their work and identify what they like and what they think needs to be improved.

Students evaluate their work when they

* make sure they have followed directions for their assignment
* compare their work to an example
* proofread their work
* think about how they could improve their work

Thinking about My Learning

Students should make sure they understand what they are to learn to do. Students also need to think about why it is important to learn the material or how to do activities assigned by the teacher. Teachers are pleased to discuss these topics with students. Students also need to think about their strengths as learners. This means they need to use these strengths and develop them. As well, students need to be aware of areas they need to improve in, and work hard at developing these areas as well.

Students show they are aware of their learning when they

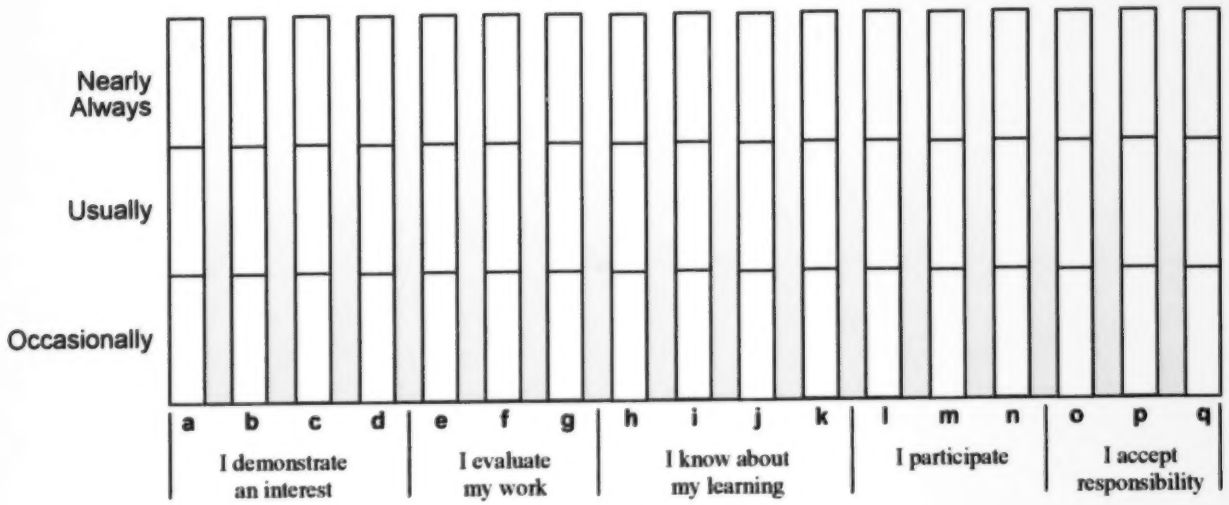
* make sure they know what they are to learn or do
* make sure they know why it is important to learn a new skill or understand new information
* think about themselves as learners and identify strengths and areas they wish to improve
* set goals that will allow them to develop their skills and abilities

Activity 5A: Profiling My Actions Indicating Engagement

Choose the category (occasionally, usually, or nearly always) that best describes your engagement for items a) to q) below.

	Categories		
	Occasionally	**Usually**	**Nearly Always**
I demonstrate an interest in learning by			
a) discussing work with classmates or the teacher	☐	☐	☐
b) finding out things on my own (research)	☐	☐	☐
c) doing extra work because I am interested in a topic	☐	☐	☐
d) really getting involved in my work	☐	☐	☐
I evaluate my work by			
e) keeping the assignment directions in mind when I complete work	☐	☐	☐
f) comparing my work to an example	☐	☐	☐
g) proofreading my work	☐	☐	☐
I know about my learning by			
h) being aware of what I am supposed to learn in my subjects	☐	☐	☐
i) knowing why it is important to learn the material when we start a new unit of work	☐	☐	☐
j) being aware of my strengths as a student	☐	☐	☐
I participate in lessons by			
k) listening	☐	☐	☐
l) asking questions when I need to	☐	☐	☐
m) sharing ideas with peers (e.g., during group work)	☐	☐	☐
n) taking part (engaging) in learning activities	☐	☐	☐
I accept responsibility for assignments by			
o) handing work in on time	☐	☐	☐
p) completing class work	☐	☐	☐
q) following directions for assignments	☐	☐	☐

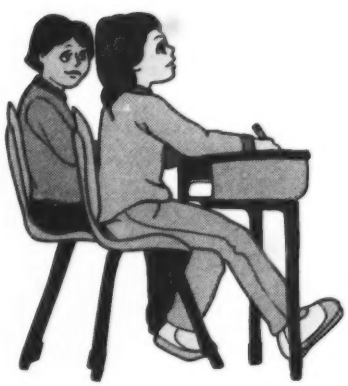
Activity 5B: Profiling My Actions Indicating Engagement


Nearly Always
Usually
Occasionally
a b c d e f g h i j k l m n o p q
I demonstrate an interest
I evaluate my work
I know about my learning
I participate
I accept responsibility

Categories of Student Engagement

Directions

1. Complete "Profiling My Actions Indicating Engagement" (Activity 5A) as directed by your teacher.



Activity 6A: Thinking about My Learning

Read each statement below. Pick five statements that best describe how you learn. You may choose to write your own statement(s) below. Put a check in the box beside each of the statements you choose.

I learn when I work with a partner. ☐

I learn when I work with a group. ☐

I learn when I work by myself. ☐

I learn when I read about things. ☐

I learn when I listen to people talk about things or describe things. ☐

I learn when I am involved in an activity. ☐

I learn when I have to help another student learn something. ☐

I learn when I review my work. ☐

I learn when I get help at home. ☐

I learn when I study for a test or quiz. ☐

I learn when I practise something. ☐

I learn when _____.

I learn when _____.

I learn when _____.

Activity 6B: Thinking about My Learning

Complete the following statements:

I learn best when

_____

_____

_____

_____

I do not learn well when

_____

_____

_____

_____

If you have set a learning goal in the last month, briefly describe it below.
OR
If you have not set a learning goal in the last month, what would be one you would set now?
Describe it below.

_____

_____

_____

_____

Describe at least two of your strengths as a student.

_____

_____

_____

_____

Describe one area related to school in which you would like to improve.

_____

_____

_____

_____

Activity 7: Thinking about School

Why are the things you learn in your classes important?

Why is high school important for teenagers?

What are some things you like about school?